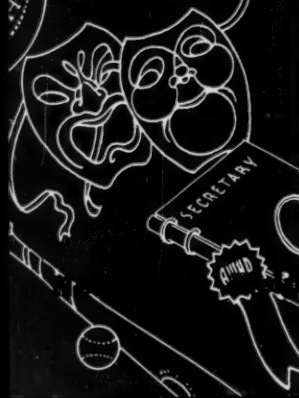
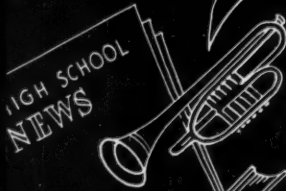
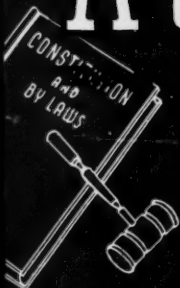


# School Activities



The Activity Queen Reigns—Reading High School, Reading, Pennsylvania



A "Freeze" Suggesting Action—Elgin High School, Elgin, Illinois

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# School Activities

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February, 1959

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# As the Editor Sees It



Frantic and frothy foolishness was one of the most visible effects of Sputnik. Did Russian achievement in art, literature, music, medicine, science, athletics, and other fields bring a hysterical demand that our schools add courses in these areas? Hardly; these achievements brought well-deserved and intelligent commendation and capitalization.

But Sputnik brought something entirely different; and, as everyone knows, most of this hysterical reaction was aimed at the schools, calling for immediate curricular additions, subtractions, and alterations. And, indeed, some changes were made. Perhaps, too, some of these are quite creditable.

Of course, the demand—by all sorts of Sunday-Supplementers, penny-a-paragraphers, subject-promoters, and other self-appointed “experts”—for a return-to-basic-education-and-cut-out-the-frills meant a decreasing emphasis upon extra-curricular activities. (In response, more than one school abolished the entire program—which in every case proved so disastrous that it was quietly reinstated shortly thereafter.)

Just what changes has Sputnik caused in school activities? Well, really, about the only changes we have knowledge of is an increased interest in science, language, and math clubs, and a corresponding reflection of these in school publications, assembly programs, exhibitions, etc. All of which is quite proper.

The point is that this program is so widely appreciated that momentary hysteria cannot uproot it. It is too firmly established as an important part of American education.

An assembly program “must”—a presentation built around the induction of new members into The National Honor Society. The form of the program can easily and effectively be varied from year to year. AND—this program is also quite suitable for a P.T.A. or other community meeting.

We have pointed out the undesirability and danger of the student council becoming involved in community activities. However, there is one possibility which, if handled intelligently, can provide valuable benefits for all concerned. This is the P.T.A.-Student Council relationship.

These two organizations are interested basically in the same goal—the improvement of the local school. One represents the adult community, the other, the student body. Working sensibly together they can collaborate profitably on many projects and activities.

Although in this collaboration each group has a representative in the other body, neither organization becomes officially a part of the other, nor does either dominate the other. Instead, there is a mutual respect and a wholesome unification of efforts.

In at least one state, Virginia, this is well done. The *Virginia Bulletin* is the “Official Publication of the Virginia Congress of Parents and Teachers and the Student Cooperative Association” (the state association of student councils). Naturally, it reflects both organizations and the harmonious joint promotion of ideals, interests, and projects of mutual concern.

We need more of such organized relationships.

Almost time again for commencement planning, and time again to emphasize that, although it may be perfectly proper (probably is) for the class to select its graduation speaker, it is NOT proper for it (or its sponsor) to contact, engage, and pay him. These are the responsibilities of the principal or superintendent.

Four Skagit County (Washington) high schools, Pedro-Woolley, Mt. Vernon, Burlington, and Anacortes, have formed an intra-county student council. There are five representatives from each school and one meeting is held each quarter. Congratulations, Skagiters! An idea for some of the rest of you?

“Nothing is troublesome that we do willingly.” Although the author never heard of an extra-curricular activity his maxim is as applicable here as anywhere else. Whose expression? Thomas Jefferson’s.

News Note (AP). — and — whirled hula hoops for three and a quarter hours without letting them touch the ground, in a contest in this — town. HO, HUM.



*Among the fondest highlights in the lives of young folk are the many activities involved in graduating from high school—and especially commencement.*

## Let's De-emphasize Commercialism at the Commencement Exercises

**A** PROBLEM THAT IS GAINING MUCH ATTENTION from many high school administrators is the problem of commencement prizes. Somehow many feel the commencement exercises are losing the dignity they formerly possessed. There is a general feeling that many commencement exercises have become an advertising medium for the local businessmen or other individuals who stand to gain some financial benefit.

This latter statement receives emphasis from a principal who told the writer, "I feel the commencement exercises in my school are looked upon as a good means for getting cheap advertising and publicity." Another stated, "Our commencement prize list keeps increasing each year so that our commencement program looks like an advertising page in the newspaper!"

Another confided, "We would like to eliminate

**ALBERT M. LERCH**

*Director of Guidance*

*Northampton Area Joint High School  
Northampton, Pennsylvania*

the awarding of prizes at the commencement exercises but we could never get away with it. Our school board and businessmen would be on our necks." Another stated, "Many of the prizes are awarded under the guise that the donors are patrons and friends of the school.

"Forget to mention their name on the program and you will soon get a call on the phone demanding an explanation. You would also learn just how friendly they are to the school. In addition, you would see the prize list decrease the following year if you failed to mention the names of the donors."

"I would like to see the donors increase the amount of their prizes and allow the school to create a general scholarship fund," suggested another. "In this way you could give some students a more substantial amount of financial help."

Here then you have some of the general reactions of some school administrators toward commencement prizes and the method of awarding them.

Just how does a school go about restoring the dignity of commencement exercises and place less emphasis on the commercial aspect? The writer would like to suggest several methods.

First: Rather than read publicly the names of the prize donors as is the custom in many schools, merely list their names on the commencement program as prize donors.

Second: Instead of awarding prizes at the commencement exercises, award them at the senior class day or moving up ceremonies. The advantage of this procedure is that it will stimulate the rest of the students to greater achievement. Usually the rest of the students do not get the opportunity to witness the commencement exercises because of preference being given to parents, relatives, and friends. The regular printed commencement program, however, would contain the list of donors

### Our Cover

The upper picture shows the Activity Queen, with attendants, at Reading Senior High School, Reading, Pennsylvania. The Queen, Sandra Sellers, represented the Future Teachers Club of America. The 1957-58 Queen placed the crown on the 1958-59 Queen. It is the first time a smaller club has been successful in getting its candidate elected. Activity ticket sales hit a new high for the fourth straight year. It is the fourth year the school has had an Activity Queen Contest, which undoubtedly has made the difference. See story and picture in the May, 1956, Issue of SCHOOL ACTIVITIES.

The lower picture was contributed by the Elgin High School, Elgin, Illinois. It is one of a series of pictures portraying the many activities sponsored by the school. Students in the dramatics classes portrayed various phases of school life, as they would appear in the yearbook. Two-folds and three-folds with sectional risers served all "shots." Some sixty students were used in the series. See story and picture on page 191.

The Nativity scene printed on the inside cover of the December issue of SCHOOL ACTIVITIES was created in the art department of the Okmulgee High School, Okmulgee, Oklahoma. The scene has been on exhibit at the high school during the Christmas season. Such displays of art promote the Christmas spirit and provide seasonal atmosphere.

and the prize winners although the prizes are not awarded on commencement evening. Thus the custom of calling the student prize winner before the public at the exercises and mentioning the donor's name is eliminated entirely.

Third: Schools should encourage all prize donors to contribute their prize money to a general fund, designated the scholarship fund. Under this suggestion the donors' names would be listed as scholarship fund contributors.

The writer's high school has incorporated the procedures outlined in the second and third suggestions and can report both are proving quite successful. While we have not been able to eliminate completely the group of small individual cash awards, we are making progress.

For example, three years ago we started our scholarship program. The first year we received \$300. The third year we received approximately \$1,400 in contributions. This was in addition to approximately \$350 in small prize awards to students for outstanding achievements in various areas.

Had we been able to include the latter sum with the other amount given to the general scholarship fund, it would have amounted to a tidy amount with which we could have done more than we did with what we had. Through our scholarship fund we were able to make cash grants ranging from a minimum of \$100 to a maximum of \$300.

The awards are made on the basis of need, citizenship, and scholarship. While the awards may appear to be insignificant, still they are greater than the small cash prize awards student winners receive. In addition, it means the students have that much less money to raise for their tuition costs.

For example, in the writer's area, a nursing education costs approximately \$350 for three years. A student receiving \$150 financial aid grant has almost one-half of her nursing education cost guaranteed.

Incidentally the writer would like to mention that we do not label the fund as a scholarship fund. We call it "Financial Assistance Fund For Higher Education." Higher education includes any approved training school or college beyond high school. By designating the fund in this manner described, we are emphasizing the fact that the financial grant is based on need, citizenship, and scholarship in that order.

There are other details and interesting facts

about our program which the writer could mention. However, they do not lend themselves to discussion in this article.

The writer believes that most high schools can eliminate greatly the commercial tinge of the commencement exercises by following some of the suggestions listed in this article. The writer is fully cognizant of the fact that by doing so, it will mean a break from long established tradition and will also bring complaints or howls of protest from the advertising patrons.

There is no doubt that now is the time to take the steps leading to the restoration of the dignity that should prevail at commencement time. Now also is the time to redefine the purpose of commencement as to whether it is the occasion for the advertiser or the occasion for parents and the children.

---

## Better Care for Athletic Injuries

Great progress has been made along the line of preventing and caring for athletic injuries. The coaches and principals of our member schools are eager to hear of any plan that will prevent such injuries or will insure prompt and efficient treatment when they occur.

If your school is one of those that does not have a doctor on the bench at all football games who can be called in to check a player of either team in case of injury, right now would be a good time to start this practice.

Likewise, it is an excellent idea to have an ambulance standing by at all football games. Many of our member schools now have such an arrangement. The importance of such service was brought to the attention of a crew of officials recently when a player was injured on the field and it was decided that he should not be moved until an ambulance could be called. There was a delay of 23 minutes before the ambulance arrived.

Every effort should be exerted by those in charge of our athletic contests to see that every possible precaution to avoid athletic injuries is taken; and arrangements should be made for prompt medical attention when a player does receive an injury.—Webb Porter, Tennessee Secondary School Athletic Association, Trenton, Tennessee

*It's the extracurricular activities program that really provides opportunity for practical participation, unrehearsed practice, and actual experience.*

## Upgrading Communication Skills Through The Activities Program

THE PHENOMENON OF SPEAKING OR WRITING WITHOUT REALLY COMMUNICATING is a frequent cause for humor in plays, essays, and novels. The problem exists, however, in real life and here it becomes a more serious matter. Students, teachers, legislators, foremen, merchants, secretaries—actually, people from nearly all walks of life—need to be able to speak and write meaningfully.

When one considers how communication can best be taught in the secondary school, the question arises, "Whose responsibility is it in the school to teach youth how to communicate?" De Boer, Kaulfers, and Miller in their cogently written textbook, "Teaching Secondary English,"<sup>1</sup> state one of their presuppositions at the beginning of the book, "It is the business of the school, not merely of the teacher of English, to help young people understand . . . words and make judicious selection of them." The task is too big for the English class to accomplish alone.

Because teaching communication is the task of the school as a whole, and because extraclass activities are an important part of the school, it would appear that some of the responsibility for teaching and encouraging language skills should rest with the activities program. Nearly every activity offers some opportunities for the upgrading of students' communication skills. A few of these activities are mentioned here.

### STUDENT COUNCILS

Kirkendall and Zeran, in their book which has become a standard work on student councils,<sup>2</sup> state that the council should give the student body the means of having a voice in school affairs. The implication is that all students should have the opportunity to express themselves on issues vital to them. If students are not only given the opportunity but also *encouraged* to speak up, this will be an aid in teaching communication.

The ability to communicate well is a skill,

<sup>1</sup> De Boer, John J., Walter Kaulfers, Helen Miller (New York: McGraw-Hill Book Co., Inc., 1951), p. 1.

<sup>2</sup> Kirkendall, Lester A., and Franklin R. Zeran, *Student Councils in Action* (New York: Chartwell House, Inc., 1952), pp. 11, 12.

PAUL R. WELTER  
*Douglass High School*  
*Douglass, Kansas*

and as such requires practice. The members of the student council have an excellent opportunity to practice communication in a real situation. One such opportunity for the student council members to improve their ability to speak and write meaningfully occurs in the committees. Any committee report, either oral or written, can be a step to better communication.

### MUSIC CLUBS

Music clubs usually meet regularly to listen to recordings of opera, symphony, or other types of compositions. The informality of the atmosphere of this organization, like so many other clubs, elicits discussion. Nearly all discussions are helpful in improving the participants' ability to communicate.

Nellie Z. Thompson, who is alert to the possibility of teaching language arts through the club program, has presented some good ideas in the area of correlating music clubs with other school activities.<sup>3</sup> She suggests that members of the club prepare a series of short feature articles on some aspect of music for the school newspaper. She also recommends that different members of the music club write a regular column on classical recordings, modern music, or some other likely topic of musical interest.

### THE JUNIOR RED CROSS

The American Junior Red Cross is a good example of a service organization with an action program that is helping youth to communicate more effectively. Their primary object in the International School Correspondence Program is international understanding, but it is doing a commendable service also in the area of communication.

An interesting example of how this activity

<sup>3</sup> Thompson, Nellie Zetta, *Your School Clubs* (New York: E. P. Dutton and Co., 1953), p. 4.

has *flowed back into the curriculum* to enrich it is reported in a recent article<sup>4</sup> by Louise B. Forsyth of South Junior High School, Quincy, Massachusetts. Her class in English used as a year end composition unit the project of preparing a correspondence album for a school overseas. The title of the album was, "A Day in the U.S.A."; the corresponding school was the Middling School for Boys in Antwerp, Belgium.

The class set a high standard of work. After the project was completed, a class evaluation session was held. The following statement from the session points up the value of such a project, "We could see the importance of earlier English lessons as we tried to write correctly and effectively."

#### THE CREATIVE WRITING CLUB

This club is a "natural" for the improving of the communications skill of writing. Its members gain facility in expressing themselves as they tackle different literary forms. Students help one another and themselves by constructively criticizing fellow members' literary efforts.

The creative writing club can capitalize on the fact that nearly everyone wants to write. De Boer, Kaulfers, and Miller<sup>5</sup> record an interesting investigation carried out by a teacher of composition. She traveled considerably and made a habit of engaging her seat partners in conversation.

She broached the subject of creative writing to many of these new-found acquaintances over a period of years, and found that, without exception, they wished they could write well. She asked them why they had not written for publication and their usual reply was that they had not been trained.

In the light of this and other evidence that people want to write, the creative writing club should motivate the students to obtain the necessary training both in the club and in the classroom.

#### ASSEMBLIES

The trend towards more student participation in assemblies is an encouraging one. Assemblies should encourage creativity and provide an avenue for self-expression. They should also serve as an aid to oral English.

Mrs. Ruth Reeves, the Supervisor of English in the Houston, Texas, schools, has shown how

gifted students may be used in the preparation of assembly programs.<sup>6</sup> She states that gifted students may be used not only to plan assemblies, but also to write skits for them. Moreover, nearly all students, whether gifted or not, can profit from participating in a school assembly.

#### STUDENT PUBLICATIONS

Student publications rank high among school activities for the improvement of students' ability to communicate. Regis Louise Boyle comments in her article on student publications in an NASSP Bulletin<sup>7</sup> that, "In no other area of his experience does a student writer have an opportunity to see the results of his work appear in permanent form and read by the entire student body."

Publication affords the same high motivation for students learning to write well that the public performance of a play does for students learning to speak effectively. Participating in student publications helps enable one to become a thinking reader of his newspaper for life. On the more active side it helps one to attain effective oral and written communication.

As an adviser of a high school newspaper, it has been this writer's experience that journalism activities promote conciseness in writing. Students tend to write more succinctly if they know that their news or feature stories may be trimmed of superfluous material. Newspaper work also enables students to choose their words more wisely, e.g., they learn to use action verbs instead of clichés.

#### DRAMATICS AND SPEECH ORGANIZATIONS

The National Thespian Society is a vital force in America in the communications area. Leon C. Miller, the Executive Secretary and Treasurer of the Society<sup>8</sup> writes that plays will help the participating students to speak better. He bases this statement on the fact that the participants in a play must learn to project their voices in order to be heard.

In addition, the participants learn grammar by practice in a well-written play. Students also tend to work harder on plays than in a formal class because of the motivation of a public performance.

The current literature on the subject indicates that there is a trend towards the broaden-

<sup>4</sup> *The English Journal*, Dec. 1957, Vol. 46, No. 9, "We Correspond With the World."

<sup>5</sup> *Teaching Secondary English*, pp. 20, 21.

<sup>6</sup> *Bulletin of the National Association of Secondary School Principals*, Sept. 1957, "The Gifted Student in the Composition Class," pp. 50-60.

<sup>7</sup> *Bulletin* No. 184, February 1952, pp. 57-73.

<sup>8</sup> NASSP *Bulletin* No. 184, February 1952, "The Dramatic Arts."



ing of speech activities. This trend is acting as a corrective against the questionable practice of having only debates and speech contests. Such a narrow program of speech activities affords opportunity for only a few participants—the most expert.

An excellent program for encouraging wide participation in speech activities is presented by William S. Tacey in *SCHOOL ACTIVITIES*, November, 1957.<sup>9</sup> He outlines an interesting method of presenting awards to high school speech students. Points are given for participation in speech contests and debates. However, this is only a small part of the points that can be earned.

It is also possible to earn points by assisting in speech contests, being the featured speaker before some audience, taking part in a panel, participating in a voice choir, taking either the lead or a supplemental role in a play, serving as chairman or other speech aid, and by securing the opportunity for either oneself or another person to speak before an audience.

Tacey's point system has rich possibilities. It presupposes a wide program of speech activities. The aim of the speech activity program must be to upgrade *all* the students in their speaking ability.

#### IN GENERAL

If we wish our secondary students to be maximally benefitted in the area of language arts then we must have a *broad* program of instruction and practice in the language arts. This program should include the extraclass activities.

When we set out to do something we think in terms of objectives, "Exactly what do I wish to accomplish?" Many schools are operating their programs of extraclass activities without the guiding help of a set of carefully written objectives. Therefore, a first step in increasing the effectiveness of the activities program in general is the formulation of a set of objectives.

Because teaching language skills is a responsibility of the school as a whole, one or more of these objectives should deal with the subject of helping the students to communicate more effectively.

It has been pointed out in a recently published English textbook that, "If all the teachers, administrators, guidance and admissions officers, coaches, counselors, and other members of the

educational staff are to have a genuine part in shaping the language environment of the school, they must share in the over-all planning."<sup>10</sup>

When the set of objectives for extraclass activities are formulated, or when they are studied or reassessed, there should be an opportunity for discussion among the sponsors of the activities concerning the communications objectives.

The members of the assembly committee, for example, should be able to make these objectives their own. Let us suppose that one of the objectives of the activities program is, "The activities program shall implement such methods as will enable the participants to learn to communicate more effectively."

Now if the assembly committee has helped to state this objective, or has at least been present in a discussion concerning it, they will be more likely to carry out the objective in the assembly planning and production.

The communication skills include not only speaking and writing, but also listening and reading. These two latter terms describe ways in which we receive communication. Let us consider reading for a moment. Mortimer Adler in his stimulating work, "How to Read a Book,"<sup>11</sup> states as one of his basic propositions that there is a difference between reading for information and reading for understanding.

We should observe this difference and attempt to go beyond reading for information in the activities program. Reading materials should be provided for all the appropriate activities. A good example of this would be the prevocational groups such as the Future Farmers of America and the Future Business Leaders of America.

Books and periodicals should be provided so that the participants can become acquainted with the problems and opportunities of these fields. Certainly much of the reading should be for information. However, some of the reading should go beyond this in an attempt to achieve understanding.

Discussion groups in these clubs should encourage the kind of reading that will enable the members to answer not only "What?" questions, but also "How?" and "Why?" questions.

Listening, like reading, is a process of receiving communication. Listening, also like reading, is a process in which *practice* is extremely important. It is in this area of practicing listening

<sup>9</sup> Article entitled, "A Basis for Presenting Awards to High School Speech Students."

<sup>10</sup> *Teaching Secondary English*, pp. 379, 380.

<sup>11</sup> New York: Simon and Schuster, 1940.



that the program of extraclass activities can make one of its largest contributions towards the attainment of the communications objectives.

The chief technique to be employed here is that of group discussion. In a group discussion the participants have to listen carefully to all the remarks that are made in order to make their own contributions to the discussion timely and helpful. Every activity in the school can benefit from a good group discussion. A first step is that of instruction in the techniques of a group discussion.

This might be a good subject for demonstration in an assembly. Then the various activities could plan and participate in group discussions. By doing this the participants will achieve better listening habits by "learning through doing." The group discussions should be informal enough to have transfer value for conversational techniques.

In conclusion, then, it is suggested that: (1) The program of extraclass activities has as one of its responsibilities the improvement of the communication abilities of the students; (2) Therefore, the activities program should formulate communications objectives; (3) Each of the sponsors of the various activities should have a part in the formulation or study of these objectives; (4) The activities program should provide and encourage reading for understanding as well as reading for information; (5) Listening is a communications skill which extraclass activities can upgrade, primarily through an extensive program of group discussions.

## Winner Take All— A Case Study

**GRACE GRAHAM**  
*School of Education*  
*University of Oregon*  
*Eugene, Oregon*

Bob, president of a large Sophomore class, won the election by a narrow margin over Don, who as runner-up became vice-president. Stan, one of the other officers, confided to Mr. Thomas, the class adviser, "All the kids like Don better, but they think Bob will make a better president."

Mr. Thomas soon learned that Bob makes a persuasive speech, assumes responsibilities eagerly, shows unusual initiative and creativeness; but he almost never delegates responsibilities. It

wasn't long before it was evident, too, that Bob derides the achievements of others, insists upon more than his fair share of credit for work done, and jealously seeks praise and recognition.

While Bob is always critical of others, he is crestfallen when others do not rave over his accomplishments. Of course, he is also critical of himself which helps account for his usual high level of competence.

"Now why is Bob, so capable in many ways, not quite big enough for his job in other respects?" Mr. Thomas wonders. When the coach said that Bob quit football after he didn't make the first team, Mr. Thomas had a hunch: Bob is excessively competitive; he cannot be happy unless he is winning.

The teacher decided to find out more about Bob. He chatted with the boy's "prosperous" father. "Yes, a man has to fight for what he gets these days," said Bob's dad. "For a while, I thought Bob couldn't cut the mustard as John, his brother, does; but now I think he's going to be all right!"

Mr. Thomas examined Bob's excellent school record—only one "C"—in first year algebra, and his four-year plan shows that he plans to take no more math.

Here's a bright boy, Mr. Thomas decided, who feels that he is a failure when he is not first, academically or socially. He must be on top, doing the most work and getting the highest awards, to feel accepted. That's the good old American spirit—work, fight, win, he mused.

Bob is quite competent—he'll probably make money and "succeed" as an adult. Or will he? Can he go through life avoiding all situations in which he is not the *best* actor? How will he react to the tougher competition of college? Can he successfully play *solitaire* in the business world? If he becomes an executive, will he have ulcers?

How can I help him? thought Mr. Thomas. Maybe I should call Bob in and tell him, man to man, about his weaknesses; but I doubt that a "talking to" would help. Or I could build up Don as a leader who might then force Bob to share the laurels with him. Bob might as well start meeting some tough competition while he's young. But Mr. Thomas rejected that idea, too.

Mr. Thomas was an experienced teacher. He knew that personality problems are not easily solved, but he made the following plan for trying to help Bob:

1. Hold a series of officers' meetings in which

we try to build team spirit and consensus in planning.

2. Urge Bob to compliment others publicly for what they do for the Sophomore class.

3. Point out to Bob that other pupils need his help in learning to become subleaders.

4. Help Bob to accept the fact, perhaps through discussions of appointments, that all persons have both strengths and weaknesses.

5. Encourage Bob to attempt some activities in which he knows that he cannot excel.

6. Praise his improvement in these activities more than his accomplishment.

7. Help him feel accepted and liked whether or not he succeeds at everything he tries to do.

8. Channel his criticisms of himself and others into attacks on school problems.

Principle involved in this case study: The child who feels compelled to excel at all costs usually is overreacting to various situations, such as, parental pressures, sibling rivalries, peer rejections, and/or highly competitive classrooms. Any of these might have contributed to Bob's developing feelings of inadequacy and the drive to continually prove himself better than others.

Bob needs to feel accepted for himself and not for his overcompensating achievements. He needs to experience the pleasure of giving: helping and praising others. At first, helping may be condescension; praise may be lip service or a technique for getting one's own way. Only when he begins to *feel* the rewards of cooperative behavior is any real change in Bob's attitudes possible.

*Many college students are living away from home for the first time. A good spiritual program may be just the thing to ease the anxiety, lonesomeness.*

## Promoting a Spiritual Emphasis Week

**M**OST COLLEGES, whether church affiliated or not, believe that at least one week should be put aside each year for emphasizing religion in life. This is not to say that these schools ignore the religious side of life the remainder of the year. It is to say that they think that during one week, special attention should be called to this life activity.

Whether it is called "Spiritual" or "Religious Emphasis Week," the idea is the same. Have a program which will bring to the students' attention the importance of the spiritual life and the many ways in which the spiritual life affects everyone all of the time.

Different schools handle this program in different ways. But, usually, a week is set aside during the spring semester for this activity. Promotion and publicity are arranged well in advance, and the activity is made one of the highlights of the school year. Churches in the community are asked to cooperate and arrange special programs of their own to accommodate the students of different faiths at the school.

The school program itself might very well be something like this (as, indeed, one was). A chief speaker for the week is chosen. He is a man who is an ordained minister in the church with which the school is affiliated (or, in the case of public schools, of one of the chief faiths of the

**ERWIN F. KARNER**  
*State Teachers College*  
*Dickinson, North Dakota*

area). This speaker has a national reputation, has written a number of books, and is noted for his ability as a leader, organizer, and speaker. It is around this man that the program will be built.

Chapel sessions will be held daily, or it may be more correct to say that worship services will be held daily. These will be conducted by Dr. Smith—the number-one man—and attendance will be compulsory for all students.

Dr. Smith will also conduct evening sessions. Two of these during the week will be worship programs. The others might be discussions of personal problems, such as marriage and the family, or adjustment of life at college.

How much fun it is sitting in the library, a warm fire crackling in the fireplace! A few table lamps light up the room, but the faces of the many students can hardly be seen. One by one, questions come from the mouths of interested students. Dr. Smith is standing, and he answers and counsels as shadows from the fireplace play on his person. Time is also provided for students to have private talks with Dr. Smith during the week.

The other part of the program consists of afternoon sessions where attendance is voluntary. Various lay speakers are brought in to discuss their career field in connection with religion—such as business and religion, the press and radio and religion, teaching and religion, politics and religion, engineering and religion, etc. . . . (The mayor of Milwaukee appeared at one of these afternoon sessions.)

These men discuss the presence of religious values in their lives. Each session will draw an impressive gathering of students who are interested in the speaker's field.

Spiritual Emphasis Week is usually planned well in advance by a faculty-student committee. September is not too early to start work on it, and even by this time, the chief speaker may have been selected and contacted. Dr. Smith arranges his schedule a year or more in advance. A week represents a great deal of his time!

The S.E.W. committee will meet several times during the fall to plan the general outlines of the program which will be presented in February. Leaders of the various denominational groups on campus are consulted and their part in the program arranged for. These groups may want to hold special meetings of their own, in addition to taking part in the activities of the churches of the community.

Serious and detailed planning will take place in late fall, mostly in December before the holiday recess. The faculty-student committee can be enlarged, and regular weekly meetings should be held. Dr. Smith will want to know the details of the program a few weeks in advance so that he can adapt his presentation to it.

If other ministers are to appear on the program, they should be contacted so that they will make time available. If speakers are to appear during the week, they must be contacted and their schedules set up. For both of these jobs a faculty member must be used. His prestige will make certain that the speakers will honor the invitations.

Even Dr. Smith's free time must be scheduled! Students who wish private talks with him must indicate this interest in advance so that time can be scheduled by a member of the committee.

Other members of the committee will handle other details. All of the rooms used during the week for parts of the program must be chosen and provided with the necessary accoutrements. Students who will take part in the program with Dr. Smith and the main speakers must be selected and

their work assigned. A printed program for the week must be prepared. And finally, a theme and slogan must be chosen.

It might be easy to take care of the myriad details which arise in preparing for the week. But the work of the committee could bog down when it comes time to choose a theme and slogan for the program. People will not be able to agree on what idea they want the week to convey, or how such an idea might be conveyed in a few words.

In the case of one program, the S.E.W. committee finally decided after weeks of argument that the theme should be "God is present in all of our lives." The slogan became "God and I."

The theme and slogan were agreed upon just in time to be put on the cover of the printed program!

This printed program can be one of the most inspiring parts of the week. It might be pocket-sized. Dr. Smith's picture is featured prominently on the inside with a summary of his activities and achievements.

Other speakers, as they appear by days, appear in succession with that day's program outlined on the opposite page. The inside of the front cover contains a message from the S.E.W. committee, while the last page lists the names of all of the committee members—faculty as well as students.

With the program well planned for, there is no reason why Spiritual Emphasis Week should not come off smoothly. Good advance publicity should put the students in a frame of mind to accept and take part actively in the program. They should know which portions they must attend and which they would like to attend besides.

If last-minute difficulties prevent one or more speakers from being on hand, replacements, perhaps not as prominent, but able to carry on, should be obtained. The town and school newspapers will cooperate in covering the week's activities (and the before and after, too).

The inspiration and guidance which Spiritual Emphasis Week gives to the young students will more than repay the cost which it incurs. It will provide the students with an opportunity to take stock and secure new ideas about religion and life. It will enrich their lives and give them a chance to approach living from a fresh point of view. Above all, it will provide a break in the year from the regular routine which will make the remainder of the year more interesting and enjoyable.

*Organization and promotion of the extracurricular activities has changed materially in the past—participation and sponsorship has kept quite apace.*

## Half Teacher and Coach—Half Participant

THERE IS NO STORY MORE SUITABLE for illustrating the lack of faculty supervision of school activities forty to fifty years ago than the story of Chester Smith. Since due consideration of school activities has been neglected in the history of modern education, and since many present-day educators have little appreciation of what "their fathers" experienced, the story of Chester should be interesting as well as profitable.

When Chester completed the eighth grade and entered high school on September 6, 1910, he found himself in an institution with a single purpose: to grind out credits in academic subjects. He was required to take English, algebra, science (an experimental introductory course in general science), and either German or Latin. He chose German. Personality development as a goal in secondary education was unheard of then.

The entire program of studies in Chester's high school at that time consisted of: four years of English, four of Latin, four of German, one-half of general science, one-half of physiology, one of botany, one of physics, one and one-half of chemistry, one and one-half of elementary algebra, one of college algebra, one of plane geometry, one-half of solid geometry, one-half of trigonometry, one of ancient history, one of medieval and modern history, one of United States history, and a smattering of music and art.

According to custom, the freshman class met and elected officers after school had been running for a few weeks, but the faculty had no part in it. The original meeting was called to order by Buck Donnelley, an eleventh-grade boy, who retired from the meeting as soon as a class president was elected. Chester first came into prominence in that original meeting; he was elected class treasurer.

Chester's main areas of competence, however, were in music and athletics, although he continued as class treasurer for two years. Faculty supervision in those areas was as negligible as in class sponsorship. The football coach in 1910 was Ed Price, a senior boy who was ineligible for competition. Although the school employed the

J. R. SHANNON  
Del Mar, California

first football coach in its history the following year, there was no track coach and no orchestra director as late as Chester's senior year.

Certain pictures in the yearbook for 1914—the first high school yearbook in the city's history—furnish good documentary evidence of the status of faculty supervision. (That yearbook, by the way, also had no faculty supervision whatsoever, and it shows it.) Three pictures in particular are significant.

The pictures of the graduating seniors in 1914 were arranged in panels, and beneath each person's picture was a short summary of his achievements in school activities.

The summary for Chester contained these words: "Track captain '13, track captain '14, orchestra '12-'13, leader of orchestra '13-'14, class treasurer '10-'11, '11-'12, '13 commencement quartet."

"Leader of orchestra!" No teacher in charge! The orchestra was strictly an extracurricular, noncredit activity, and without faculty supervision. A portion of the picture of the orchestra in the 1914 yearbook (in a section entitled *Organizations*) shows Chester, not with an instrument in his hands, but with a baton!

Something of the nature of school activities in those days is indicated by the personnel of the portion of the orchestra shown herewith. Besides Chester, the track captain, there is also the football captain of the year before, the basketball captain of the year before, the school's cheerleader, and a member of the cast of the senior class play.

Further indication of the same thing is shown in the portion of the track team pictured herewith.



CHESTER SMITH  
"CHET"

Track captain '13,  
track captain '14,  
orchestra '12-'13,  
leader of orchestra  
'13-'14, class treasurer  
'10-'11 and '11-  
'12, '13 commencement  
quartet. Chet  
certainly is a bunch  
of speed.



**Orchestra Leader and Players**

Besides Chester, at front and center, are the same former football captain and the same former basketball captain. Who was who in the school activities of that high school at that time was largely the same clique of kids, most of them appearing over and over in leading roles in various activities.

One striking example of the overlapping personnel and "interlocking directorates" in school activities was the staff of the yearbook (all chosen by popular election by and from members of the senior class). Eight of the ten members of the staff held prominent positions in other activities, and the other two were minor participants as club members, ushers, members of the school chorus, and ticket sellers. The "top eight" were:

1. Football captain, member of track team, a club president, treasurer of athletic association, member of board of control of athletic association, in cast of senior class play, member of debating society, and member of school's male quartet. This boy was editor-in-chief of the yearbook.

2. Class president, in cast of senior class play, member of school's male quartet, and member of debating society.

3. Basketball captain, member of board of control of athletic association, in cast of senior class play, and on staff of the school's monthly magazine.

4. A club president, in cast of senior class play, and on girls' interscholastic basketball team.

5. A football, basketball, and track star.

6. On basketball squad and in cast of senior class play.

7. Class secretary and on girls' interscholastic basketball team.

8. On staff of the school's monthly magazine.

To get back to Chester again, he not only was captain of the track team, but also coach of it—these positions of leadership besides class treasurer two years, a member of the school's male quartet, and director of the orchestra. ("Your gallant leader," he was referred to one day by the visiting lecturer at a weekly general assembly.)

Chester was one of a coterie of upperclassmen who dominated the extracurricular—and even curricular—life of his school. He and his cohorts in that school did not connive for leadership, although a group of younger boys in the same school, calling themselves the Big Four, was emerging at the time with that tactic as its basic stratagem.

Chester and his colleagues drifted into domination of the school's activities, without so-called school politics, but by popular election to all offices and absence of faculty supervision. The Big Four, a year later, cornered campus leadership by so-called school politics and absence of faculty supervision.

Faculty supervision of school activities has gone a long way since Chester's heyday. It has done much to improve the programs of school activities. And not least of its successes has been the wider degree of participation and wider distribution of leadership in school activities.



**Members of Chester's Track Team**



*Many constructive projects have been achieved; many honors and recognitions have been received by a club, prominent in its field and nationally recognized.*

## Conservation Club Is Progressively Active

THE FOLLOWING REPORT represents the accomplishments and the activities of the club in part during the last school year. The work last year exceeded all efforts of the year before.

In carrying out this year's program, members have not forgotten the club's motto, "The 3 R's—Respect, Rights, and Responsibilities." And, also, the members remembered the other 3 R's, too—Readin', 'Ritin', and 'Rithmetic!

The club's enrollment this year was as follows: seniors, 30; juniors, 50; sophomores, 47; freshmen, 48.

Meetings this year have been at 7:30 p.m. The Executive Board meets at 6:45 p.m. the night of the meeting. The Executive Board is composed of the club's officers, committee chairmen, recording class secretaries, and the typists for the club's bulletin. The third Thursday of every month the club's regular meeting is held. These pictures were scheduled for the school year: "Bounty of the Forest," "British Columbia Big Game," "Camouflage," "Rocky Mountain Trout," "Elk for the Future," "Canada's Tackle Busters," "Gunning the Flyways," "Football Parade of 1956," "Lure of the North," "Grounds for Fishing," "Autumn Holiday," "Tight Lines," "Making of a Shooter," "Return of the Pronghorn," "Fishing in Newfoundland," "Happy Fishing Grounds," "Famous Fish I Have Met," "Fishing the Last Frontier."

Last year, the song, "The Place Where I Worship," was adopted as the official club song. This year, the Chaplain, Loretta Aynardi, offered the following prayer to open all meetings. (This is the prayer of the Aliquippa High School Conservation, Fishing, and Hunting Club):

"Lord, make me an instrument of your peace. Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy. O, Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love; for it is in giving that we receive it, it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life."—Saint Francis of Assisi

**LAWRENCE F. BLANEY**

*Sponsor-Adviser*

*Conservation, Fishing, and Hunting Club  
Aliquippa High School  
Aliquippa, Pennsylvania*

### AIMS, PHILOSOPHY, AND PURPOSE OF THE CLUB

Article 1, Section 3 of the club's constitution and bylaws, as written by the club members, defines the aims, philosophy, and the purpose of the club:

The purpose of this club is to subscribe to *Outdoor Life's* Conservation Pledge; i.e.: "I give my pledge as an American to save and faithfully to defend from waste, the natural resources of my country—its soil and minerals, its forests, waters, and wildlife."

To promote an interest in, and an appreciation of conservation, fishing, and hunting—thereby conserving the woods, waters, fish, and wildlife in the Commonwealth of Pennsylvania.

To promote and to maintain at all times, high standards of sportsmanship among all members of the club.

To know and to observe the Commonwealth's fish and game laws.

To learn, to practice, and to teach conservation, so that high school boys and girls, adults of tomorrow, may enjoy the sport that is ours today.

By setting this example: "To become a sportsman, one first must be a good sport."

To respect the rights of others at all times.

To fish and to hunt for the pleasure and recreation that is derived from these two sports and *not* to see how much one can catch and kill.

To be careful of fire at all times.

To be careful never to destroy trees, shrubbery, or cover along our streams. *Good cover* on any watershed means *good fishing and good hunting*.

To always respect the wishes and property rights of our farmer friends when fishing or hunting.

To never have any club member labeled a "Lit-

terbug"—appoint oneself always as a cleanup committee of one.

To practice at all times to be a *good citizen*—it doesn't cost anything. Club members are "*to set the example.*"

Sex, race, religion, or national origin shall never be a qualification for membership in the Conservation, Fishing, and Hunting Club.

To live and subscribe to the club's motto, thereby developing a philosophy of life—the "3 R's—Respect, Rights, and Responsibility."

#### RECOGNITIONS ARE MANY AND VARIED

Through the efforts of the Aliquippa Bucktails, members of our club are members of the Beaver County Sportsmen's League.

The Bucktails have adopted our club as a Junior Conservation group—the first such arrangement in Beaver County.

Our program here in Aliquippa High School is used at Cooley High School in Detroit, Michigan. This is the first Conservation, Fishing, and Hunting Club to be organized in any Michigan high school under the sponsorship of the United Conservation Clubs of Michigan.

Commendations have been received and acknowledged from the president of the Sportsmen's Club of Detroit and from the secretary-manager of the United Conservation Clubs of Michigan. Other Michigan high school clubs have been organized, using Cooley High School's program.

Our program is used in educational workshops by teachers during the summer in Washington, and in Oregon, and was discussed at the Aberdeen, Washington, annual Outdoor Writers Association of America.

Commendations have been received from the following regarding our program: Honorable George M. Leader, Governor of the Commonwealth of Pennsylvania; Frank M. Clark, Representative in Congress from the 25th Congressional District; Assemblyman Charles D. Stone; Senator John C. Miller; Seth Gordon, Director of the Department of Game and Fish from the state of California;

J. Allen Barrett, Chief of Conservation and Education Division of the Pennsylvania Fish Commission; Dr. Logan J. Bennett, Executive Director of the Pennsylvania Game Commission; Seth Meyers, Secretary of the Outdoor Writers of America; Michael Hoduba, Washington correspondent for *Sports Afield* magazine; Bill Rae, editor of *Outdoor Life* magazine; Bill Voight, Executive Director of the Pennsylvania Fish Commission;

Assemblyman William B. Smith; Michael Nadel, Executive Secretary of the Wilderness Society of Washington, D.C.; Jim Dee, Field Representative for SAAMI; Harry Hampton, Secretary, SAAMI; E. S. Radcliffe, Park Superintendent at the Raccoon State Park; J. Bradeley McGregar, Beaver County Game Protector; Cliff Iman, Fish Warden; Johnny Mock, All Outdoors Editor, *The Pittsburgh Press*;

E. Budd Marter, III, Executive Director of the OWAA and Editor of *Outdoors Unlimited*, official publication of the OWAA; Joseph Craig, President of the Beaver County Sportsmen's League; Ross Loeffler, Pennsylvania Game Commission; Thomas D. Frye, former Executive Director of the Pennsylvania Game Commission; Ray Armstrong, President, Pennsylvania Federation of Sportsmen's Clubs;

Charles H. Mehf, Editor, *The Federation News*; Ray W. Gauthier, Regional Vice-President, Michigan United Conservation Clubs; R. H. Stroud, Executive Vice-President, Sports Fishing Institute; Leo A. Lutteninger, Jr., Pennsylvania Game Commission; Dr. Harry C. McKown, Editor, *SCHOOL ACTIVITIES* magazine;

Ed Conklen, Director, Butler High School, New Jersey Junior Sportsmen, Butler, New Jersey; Father James Keller, M.M. Director, the Christophers; Eldy Johnston, Sports Editor, *McKeesport Daily News*; Marshall Jack, Sports Program WSTV-TV Channel 9, Steubenville, Ohio; Denver Ste. Claire, Supervisor Youth Conservation Education Program, Florida Game and Fresh Water Fish Commission at Ocala, Florida;

Bill Campbell, President Crumlin Sportsmen's Association, London, Ontario and Don Mackintosh, Sports Editor, *The Sudbury Daily Star*, Sudbury, Ontario; Homer Circle, Vice-President, James Heddan's Sons, and Mr. Ashaway, Ashaway Fishing Club; Ralph E. Graber, Managing Editor, *SCHOOL ACTIVITIES* magazine.

The following publications have published articles regarding activities of our club: *The Pennsylvania Game News*; *The Federation News*, official publication of the Pennsylvania Federation of Sportsmen's Clubs; *Pennsylvania Angler*; *SCHOOL ACTIVITIES*, National Extracurricular Magazine; *Outdoors Unlimited*; *The Beaver Valley Times*; *The News Tribune*; *Ambridge Citizen*; *Aliquippa News Herald*; *The Pittsburgh Press*; and *McKeesport Daily News*.

Because of the many varied activities of our club and the recognition that has come our way

through the numerous magazine articles, newspapers, radio, and television coverage, I have had honor of being accepted for membership in the Outdoor Writers Association of America, incorporated; the Pennsylvania Outdoor Writers Association; the Wilderness Society; the Council of Conservationists; the Fishing Club of America; the Conservation Education Association of the United States of America; the Nature Conservancy; elected Vice-President of Aliquippa Bucktails; Treasurer of the Hopewell Township Recreation Board; Citizens Committee on Natural Resources, Ashaway Fishing Club; and Lake and Stream Fishing Club.

Active membership in these organizations means that our high school is receiving recognition in the work that the club is doing. This, I believe, is the kind of public relations that no school can afford to be without!

I have had the honor and the pleasure to have spoken to P.T.A. groups, Service Clubs, Sportsmen's Clubs, Garden Clubs, about the accomplishments of our high school club during the past year.

At the Senior Awards assembly in the high school auditorium, two senior members of our

club were given outstanding merit awards for their service to the club, the school, and the community. Those seniors so honored were Stanley Stickles, president, and Loretta Aynardi, chaplain. These awards were made possible through the courtesy of the following individuals who are honorary lifetime members of our club and who subscribe to the principles and ideals of our club's program. They are: Mr. and Mrs. Saul Neft, Sol's Stores, and John Ayoob, The Aliquippa Sports Shop. My warmest personal thanks to these grand friends for their thoughtfulness.

This program in its entirety, only part of which is included in this article, has been accomplished and completed, not during school time, but after school hours and on Saturdays and Sundays. It would be impossible to attempt measuring the value of the public relations and good will that our club members have brought to our high school. Their accomplishments have been recognized locally, throughout the Commonwealth, nationally, and internationally. I am both proud and honored to be the sponsor of such a group—the most wonderful gang of kids in the world!

*A well-organized, aggressive student council can assure interest, cooperation, and support by effectively projecting student activities into the community.*

## Public Relations via Student Activities

"The great immediate need of American Education today isn't money, teachers, or buildings, but the key to all three—public understanding of the great opportunities the student has for citizenship through the extracurricular activity program."<sup>1</sup>

**T**HE COMMUNITY, NOT JUST THE SCHOOLHOUSE, is the real theater of education.

Public schooling is not justified alone by its benefit to the individual or to his life after school, but by his development as a citizen. In this respect, our best testing area is in the field of student activity, directed by a student directing body, or the student council. Here we have not only the three R's, but the enthusiasm of "Doing" that carries home to the parents; that gets down town to the business men, and carries good public relations to a whole community.

The parents, the man of industry, and the community in general, want to know about the

**MERLE D. SINGLETON**

*Principal  
Sparks High School  
Sparks, Nevada*

child's school from the broad aspect of philosophy and curriculum to the most minute details of classroom procedure and extracurricular activities.

In Sparks, Nevada, the storekeepers, the insurance agents, service station attendants, and the restaurant people, to name a few, with the chamber of commerce, give a reception to all the teachers and administrators in the city. Each merchant makes it his business to become acquainted with and talk to every guest. This is the kind of interest shown by the layman; the interest that he wants the school to know he has. Can we not arouse this same kind of interest among the students by the same interested action of the student council?

<sup>1</sup> Worth, Jean. "The Greatest Need is Public Understanding," *Nation's Schools*, August 1957, Vol. 60, No. 2.

From Columbus, Ohio, comes a report that their public relations program features three student television programs weekly, a heavy budget of radio programming, and an average of twelve press releases daily by the various student publications committees, all arranged by the student council, and directed by the members.<sup>2</sup>

Let us consider one home football game. It is true that to win the game gains the best publicity. But win or lose, the student enthusiasm of the game carries over into any community. In most places, the merchants not only know about the game—but are interested in the time, place, and outcome. In most instances they cooperate willingly in the ticket sales, advertising, presales, and actual donation, if the need arises. Athletic competitions of all kinds offer every community this kind of excellent public relations.

Consider the school play. Every audience is made up of parents, relatives, and friends, in addition to the students. What better proving ground could we have for the school, than to have more or less skeptical parents enjoy an evening's entertainment?

The dramatic department with not only the class plays, but events to interest many tastes, such as debates, orations, and forensic tournaments, is an excellent source of good public relations. Most states now have a State Forensic Tournament where students gather from every city and county in the state to compete. Again we find the spirit of competition enters into the picture.

Combined with the music departments, many schools present excellent operettas, as well as the music department's presentations of concerts, band and orchestra, glee clubs, and certainly we can't overlook the marching units at the athletic contests.

Actually the student activity list that the student council might recommend is long and varied, and every one touches not only the student, but many places outside the school, and if directed carefully, can be of the utmost value in the field of public relations.

There is nothing that will produce a well-rounded student as well as his participation in one or more activities carried out under the auspices of the school. The students go out into the community with their enthusiasm and with their accomplishments. They in turn will bring

the community into their world and into their school.

The student council, with the support of the rest of the organizations in the extracurricular program, has a task to bring to the adults the realization of just how this extracurricular program contributes to the child's development, because in their day, schooling was quite a different procedure. But with careful guidance and wholeheartedness of youth, the public is sure to cooperate.

The number and variety of student activities in secondary schools today show their place of importance in the educational program. They have grown, sometimes by main force, in almost every high school, until the schools have incorporated these activities into their daily schedules.

According to Leslie W. Kindred,<sup>3</sup> student activities are high in public relation values for the following reasons:

1. They dramatize news potential for the aspects of school life in which people are interested.
2. They bring parents and patrons into the school where they can see for themselves what pupils are doing and what they are achieving.
3. They assure a continuing interest by parents whose children are participants.
4. They enable skeptics to acquire a firsthand picture of the school at work and the experiences pupils receive under the direction of competent teachers.
5. They permit parents and patrons to decide whether or not pupils are undergoing sound preparation for present and future living.
6. They are the strongest arguments against propaganda on the fads and frills of modern education.
7. They do more to help parents understand how the school influences the growth and development of pupils than printed literature.
8. They develop school spirit among students.
9. They develop local pride in the school system.
10. They offer excellent opportunities for parent and lay participation in the school program.

Coordination, direction, and intelligent supervision must, of course, govern the student activity program if it is to function adequately as a public relation agent. This is one of the main functions of the student council itself. If the rest of

<sup>2</sup> Better Schools, A Clearinghouse for School Improvement. Public Relations. Vol. 3, No. 3.

<sup>3</sup> Kindred, Leslie W. *School and Public Relations*, Prentice Hall, Inc., 1957, p. 269.



the student organizations were not encouraged, challenged, and guided by the student council, the program could not possibly put up such a solid front to the outsider.

The student council should see the program as much more than just a social program. It must:

1. Have a bearing on school-community relations.
2. Be a means for improving pupil-faculty relations.
3. Be a force to build school unity and good will.

Whether the school is large or small, there should be no difficulty in finding projects which will have inherently good public relations values. The student council should first plan and conduct various school activities toward that end. The school assembly programs will serve as good illustrations. School assemblies are sponsored by the student council for the purpose of interesting students in better quality entertainment, and thereby interesting their parents in the student body and the purpose it achieves. Also the student council should bring certain outstanding persons before the student body.

In many schools the student council puts on the first assembly program of the year in order to acquaint the students with the extracurricular activities that are available.

Promoting good school citizenship is an objective which accounts for a wide variety of activities. Certainly there is no better relationship with the community than to have the students of that community as good citizens. The council may put on "good citizenship" and "school improvement" drives. For example, the five city high schools in Denver, Colorado, through their all-city council worked successfully to do away with Halloween vandalism.<sup>4</sup>

Improvements of interschool relations, especially in nearby communities, is a very important issue to the parents. Many schools have contacts with schools of adjacent communities and the quality of the interschool relationships often goes far in establishing the tone of the relationship between the communities themselves.

Naturally, the improvement of sportsmanship at athletic events is an important item for consideration of a school council interested in im-

proving interschool relations. This has been one of the aims of both councils in the Reno-Sparks area in Nevada. Again the five Denver, Colorado, high schools worked successfully to decrease the destructiveness and vandalism committed on the grounds of rival schools at the time of football games.

Planning a program of school or public information should be a major concern of the student council. Various methods may be used. One of the most common is to put out a student handbook for the student to keep and to take home with him. The Kimball High School, Kimball, West Virginia, entertains the departing members of the two junior high schools who will later be enrolling in Kimball High. Others hold visiting days for parents and community patrons.

Service to local communities, through projects, is one way to try to return the many favors a community does for the average high school. University High School, Morgantown, West Virginia, works at the repair of toys; La Salle High School, La Salle, Illinois, distributes baskets at Thanksgiving time. Some have participated in cleanup campaigns for the city. Central High School, Barker, New York, presented an evening program at the Veteran's Hospital.

It has been said that the student is the most effective of all the school's public relations agents. Interviews reveal the way a child's school, in its every aspect, affects the entire pattern of family living from the time the youngster is enrolled until the student is graduated or otherwise leaves school.

One sees with deepening understanding the day-by-day adjustments of family living to school hours, school bus schedules, rules and regulations, services, policies, activities, requests, requirements, and demands. It is readily understandable that it is not only for their child's sake but for the sake of family living that these parents want to know so much.

We then come to the realization, that if the "student is the most effective of all the school's public relations agents," the "how" the student takes the good will home and "what" he takes into the community are all-important. If he is enthusiastic and vitally interested in his bit of public relations media, then we can expect those listening to him to be enthusiastic also. If he has met with success in his endeavor, then he will broadcast the best of good will toward that particular program.

<sup>4</sup> Described in following articles: Mathes, George E., "Fun Without Vandalism," *National Education Association Journal*, September, 1950, p. 426; and "Biography of a Halloween Idea," Kirkendall, Zeran, *Student Council Handbook*.



Where, then, do we find a better opportunity for this enthusiasm, this chance for success, this compulsion to tell others, than in the activities program? This is a program with an opportunity for each to find his success in his school and in his community, and in turn to do his bit to bring school and community closer together.

## The Elementary School Council, Part II

**ANNE E. GARRY**  
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**Stamford, Connecticut**

EDITOR'S NOTE: This concludes the article, the first installment of which appeared in the January issue of SCHOOL ACTIVITIES, pp. 147-150.

### INTERNAL ORGANIZATION OF THE COUNCIL

**Officers.** The three officers were taught how to conduct a meeting so they would know the order of events that take place, how to recognize speakers, state motions made, and call for a vote. The secretary was also instructed in how to take the minutes of the meeting, what items to include in the minutes and how to write notices for the school.

**Committees.** The chairman of each committee was instructed in the duties that were included in his area. They were told they were expected to make a report at each meeting as to conditions as they found them.

**The Safety Committee Chairman** is the captain of the safety patrol. He earns his position in the student council by virtue of his position on the patrol. He makes his report on the safety condition of the school in general—corridor traffic, and disorderly conduct on the busses or at the bus stop.

**The Chairman of the Cafeteria Committee** has two helpers who take charge of two other shifts. They report on conditions in the cafeteria, especially poor table manners, and improper behavior in regard to waiting in line for lunch. They also try to plan some activity for the lunch hour—record playing, stories, jokes, or playing games outside in fair weather. The class that acts in the most orderly manner, showing concern for the feelings of other children and teachers, is presented with an honor banner which they are allowed to place on their door.

**The Playground Committee** has two chairmen,

one for the primary wing and one for the intermediate wing. These two chairmen report on conditions as they find them before school opens and in the afternoon while the children are waiting for their busses. They check on games that are too rough and they try to keep accidents at a minimum.

**The Health Committee Chairman** confers with the nurse and finds how we stand in regard to health and cleanliness, absences due to illness and accidents caused by rough play. These reports make a fine basis for health and safety discussions in the classrooms.

**The Bus Platform Committee Chairman** has the responsibility of announcing the time of the bus arrival and lining the children in their places for getting on the bus.

**The Cleanup Committee Chairman** keeps our grounds and corridors clean by checking to see that pupils do not scatter papers, candy wrappers, fruit, gum, etc.

**The Special Room Committee** checks on the condition of the library, boys' room, girls' room, etc.

**Members of the Council.** Each member is asked to bring to the meeting requests and suggestions made by their classmates. After the meeting is over, each one is expected to make a report to his class about the business of the meeting. The first, second and third grade representatives have an older member of the council act as a co-reporter who goes to the lower grades to help the little ones make their report.

**Activities and Projects.** Before one can obey rules he must know what rules he is to obey. This need served as an occasion for a committee to draw up a set of rules to be presented to the classes for discussion. The rules formed were as follows:

1. Use good manners at all times.
2. Obey the safety patrol on the bus. (The school population is 100 per cent bus riders.)
3. Obey the safety patrol on the playground.
4. Always walk in the school building.
5. Talk softly in the school building.
6. Make the cafeteria a clean and peaceful place.
7. Treat the school lavatory as you would your own at home.

After every class had talked about the rules and the ability of everyone in general to conform with them, they were accepted by the committee. Next they were printed into the school rules book which was signed by the entire student body.

The faculty advisers felt the student council should not be a detached form of activity with

no continuing relationship to the rest of the school program. In order to see that this did not happen each representative was asked to canvass his class for ideas or suggestions of activities that would add interest to the life of our school and at the same time help to involve the whole group. As the ideas developed, certain requirements were placed on the activities such as:

1. Activities must be interesting to students.
2. Activities must be original.
3. Activities should help to develop responsibility.
4. Activities should be worth-while; that is, we should be able to learn something from them.

*Types of Activities.* We made a list of activities that might be possible for us to carry out.

1. *Service activities*
  - a. Sixth graders helping lower grade teachers.
  - b. Fifth and sixth grade library helpers.
  - c. Fifth and sixth grade office helpers.
  - d. Working on the front entrance bulletin board.
  - e. Raising and lowering the Flag.
  - f. Helping on the playground.
2. *Courtesy and Conduct*
  - a. Make and enforce rules and regulations.
  - b. Encourage good behavior about the school before and after sessions.
  - c. School courtesy in the classroom, library, and cafeteria.
  - d. Welcome visitors.
3. *Public Functions*
  - a. Special assemblies (Welcome assembly—Hello Day).
  - b. Hobby and interest shows.
  - c. Cheering sections.
  - d. Field days.
  - e. Square dance.
4. *Drives and Campaigns*
  - a. Better School Spirit.
  - b. Cleanup.
  - c. No gum chewing in school.
  - d. Better lessons.
5. *Special Days or Weeks*
  - a. Arbor day.
  - b. Flag day.
  - c. Book week.
  - d. Fire prevention week.
  - e. Brotherhood week.
6. *School Gardening*
  - a. Planting flowers around school grounds.
  - b. Conduct flower shows.
  - c. Build bird houses and feeding stations.

*Finances for Council Projects.* These activities sometimes entail financial help. We have an activity fund supplied to us from the Parent Teachers Association to which we may apply when some small bill needs to be paid.

*Activities in Which We Engaged.* While the foregoing list of activities seems very imposing we did carry on with most of those suggested. Others were also added as the year progressed. Each month we tried to have some special event or activity in which all pupils were invited to participate. Among these events were:

1. September—Garden club activities.
2. October—Halloween parade.
3. November—Book Week—exchange story telling.
4. December—Poetry contest—Christmas or winter poems.
5. January—Hobby show.
6. February—Valentine contest.
7. March—Handicraft show.
8. April—Safety poster contest.
9. May—Flower show.
10. June—Photography contest and field day.

It would be impossible to expect one hundred per cent participation in all these events because of the time and space element involved in displaying and judging the entries. We had, however, a great many children join in the fun. It was seldom we would have less than one hundred children enter each contest.

Parents, special teachers, the librarian, and other adults who would not know the contestants served as judges. The custodians umpired the boys' ball game on field day. All contests were under the direction of a committee chosen at a meeting. These committee members prepared the posters for advertising the contests and set up the classifications for awarding the prizes.

Other activities in which the whole school body participated were: Arbor day program and Flag day program. The programs for these two special days were especially planned by committee members from the council.

Many children engaged in the service programs. The lost and found committee did an excellent job in returning many valuable articles to owners who forgot they had ever lost them.

*Authority of the Council.* If we are to encourage the pupils to assume authority we must do so in good faith. Plans set, stating the authority of the council, must be practical and not imperious; therefore the pupils must know what restrictions are set for them so they will not be disappointed.

*A. Punishments.* We know pupils at the elementary school level are not experienced enough or mature enough to handle discipline. Most students are fair and conscientious, especially when they are properly instructed. They recognize poor attitudes that are detrimental to the whole group. When students refuse to cooperate with the safety patrol, cafeteria committee, special rooms committee, playground committee, etc., they are referred to their classroom teachers.

Each monitor or person making the complaint must write out a slip stating the cause of referral. Ordinarily this is as far as we go. How-

ever, many suggestions have been offered to correct constant delinquents.

1. Appearing before the council to accept or deny the charges. With little children this can be very effective when they realize others are truly watching them. We must be cautioned however to have a sympathetic teacher-sponsor who will not allow little ones to be hurt by older representatives who can feel authority.

2. Making an apology. This is another place we must also use care. Forced apologies are meaningless, but a true apology requires courage. (Here is a chance for good character education.)

3. Payment for destruction of property or loss of books (teachers should be held accountable for this).

**Awards.** To each sixth grader whose name has been appointed to the honor roll twice during the year for rating high in: (1) scholarship; (2) citizenship; a school letter is granted.

To each fourth and fifth grader whose name has appeared on the honor rolls submitted during the year a certificate of award is granted. These boys and girls become contenders for the final award, the school letter at the end of grade 6 provided they also appear on the Grade 6 honor roll.

**The Student Council Sponsor.** Because no one teacher should retain complete control and responsibility for its functions every effort should be used to secure continuous cooperation of teachers even though they are not actively engaged in student government. Every teacher can contribute to the success of the council by discussing with the class:

1. Good qualifications for leaders and followers.
2. Giving suggestions for worth-while projects.
3. Maintaining a cooperative and enthusiastic attitude toward the organization.

**Duties of the Sponsor.** Adult guidance is necessary in developing self-government, for constructing satisfying results and for making progress. The adviser should act like a coach and leader to carry the students to success. This strengthens the whole idea of the council.

The room mothers suggested that we should have a parent representative at the council meeting. The teachers recognized this as being another step toward developing a two-way lane of communication between the school and home. If this representation were granted, the home would get another view of what the child is experiencing in democratic living under school auspices. "Parent participation" would give us a practical means of measuring the council as a desirable plan or tool for building "cooperative living."

The P.T.A. sent a representative to meet with the council at its bimonthly meetings. This caused us to amend our bylaws the second time.

**Evaluation.** The school council can be expensive in time and money; therefore, if it is to continue to exist, it should be satisfactory and valuable. The only proof we can have of its attainments is through some form of evaluation.

We can always hear expressions of personal opinions about what one thinks has been accomplished, how activities have been employed, or whether growth has been made, but it is more satisfying to have a more scientific judgment made by the persons the plan is supposed to influence.

An evaluation questionnaire was planned and given to the fourth, fifth and sixth graders to be filled in. The primary grades came to their decisions by class discussion.

Following is a sample of the questionnaire.

#### AN EVALUATION

A new idea or plan needs evaluating after it has been in existence for a period of time. This is because we like to measure our strengths and weaknesses. We would like to have you answer a few questions so we may evaluate a plan we have carried into practice for the past year—OUR STUDENT COUNCIL.

As the Council is planned to help the student we would like to have the children's viewpoint on the questions.

Please check *yes* or *no* after each question. There is no right or wrong answer to any one of the questions. Your answers will show how you think and feel about our Student Council.

| <i>Knowledge of the Council</i>   | <i>Yes</i> | <i>No</i> |
|---|------------|-----------|
| 1. Do you know the council officers?  | .....      | .....     |
| 2. Do you hear anyone speak about the council program?  | .....      | .....     |
| 3. Does the class ever give the representative any suggestions about the program?             | .....      | .....     |
| 4. Do any children other than the members serve on committees, work on bulletin boards, etc.? | .....      | .....     |
| 5. Do you feel the student council has helped to develop good citizenship?                    | .....      | .....     |
| 6. Are you glad we had a student council?   | .....      | .....     |
| 7. Are you interested in what the council does?   | .....      | .....     |

#### *Suggestions for the Future*

1. How can we improve the student council?
2. Please write a few sentences telling us some new ideas to try.

Members of the Evaluation committee categorized and summarized the data. They published the results. It was satisfying to know the greatest majority of answers were affirmative. Some suggestions offered for improvement were:

1. To develop a better means of communication between the council and the whole school by presenting plays or assemblies to show how council officers can help the other students.
2. To let each grade take a turn sitting in at a meeting so that outcomes will be more meaningful.
3. To allow the whole school to vote for the president—voting should not be confined to the representative group.

4. To make a more careful screening of council members—poor members should be replaced by pupils who show greater eligibility.

In America we are determined that the purpose of education should be in accordance with our democratic traditions and principles. We place emphasis on the rights of each human being so his capacities and potentialities can be emphasized.

The attitudes and interests of children at the elementary school age are such that the possibilities of developing these individual potentialities is a positive one. Despite their immaturity they can begin to meet their own needs and solve some of their own problems.

We know we cannot set the specific learning goals for all pupils but we are trying by initiating our plan for a school government to offer an opportunity to all individuals to learn through experience and activity what democratic living truly means.

We wish especially to offer to the children whose natural abilities surpass those of the group a challenge to engage in activities that may be associated with their individual growth and capacity to become future leaders of society.

## Missiles, Rockets, Satellites— An Exhibition

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The Russian Sputniks ushered in a new era. This scientific revolution has changed the course of American education. As a matter of fact, education in America is now undergoing serious re-evaluation. American educators are busy establishing "crash programs" in order to provide our country with more scientists. There are many perplexing questions facing us. The real question is: Are we deficient in science education? Only time can answer this question.

As a means of contributing to a better understanding of the "Satellite Age," the Department of Natural Sciences and the College Library of Delaware State College assembled a mammoth scientific exhibition: "Missiles, Rockets, and

Satellites" which was held during the month of October at Delaware State College.

The idea for an annual scientific exhibition stemmed from the College Library's effort during the school year, 1957-58, when the library borrowed a packaged-library exhibit, "The Useful Atom," from the Museum of Atomic Energy, Oak Ridge, Tennessee, and solicited the aid of Dr. Stepan Benda, Professor of Natural Sciences, to assist in this endeavor. For the current school year, Dr. Benda initiated the plans for an exhibition which would depict the "Satellite Age." The College Library was invited to cosponsor the exhibition. An annual scientific exhibition has now become a part of our college program.

The exhibition represented one year of extensive preparation. Many letters were written to foreign governments requesting materials relating to space research. Letters were sent to the leading book publishers requesting books on missiles, rockets, and satellites. The college administration provided a budget to help defray the cost of assembling the exhibition. Public relations were not ignored in our preparation. News releases were prepared for the newspapers, radio, and television stations. The entire month of October was set aside as the period for the exhibition.

The exhibition consisted of a variety of materials. Scientific research data and materials were received from 77 nations. The Soviet Union responded by sending photographs of Sputniks I and II, the ill-fated first space dog, "Laika," and other materials which illustrated very vividly the research going on in that country. As a matter of fact, the Sputnik pictures were exhibited for the first time in this country. Dr. Benda wrote his letter directly to Nikita Khrushchev, however, his letter was referred to The Union of Soviet Societies of Friendship and Cultural Relations with Foreign Countries.

The United States Department of Defense loaned models of several of the Army missiles, e.g., Nike, Jupiter, Corporal, and Honest John. A scale model of the launching facilities for the U.S. Navy's Polaris missile in Cape Canaveral, Florida, was sent by the United States Navy. The United States Air Force made available photos and models of its latest aircraft.

An array of pamphlets, pictures, and other materials were sent by the remaining 75 nations represented in the exhibition. The library staff was more than gratified with the response of the 45 publishers who loaned books on the subject.





The books were the focal point of the exhibition.

More than 3,000 persons viewed the exhibition. Among the viewers were the Governor of the State of Delaware, officials from the Army and Navy Departments from Washington, D.C., who visited the exhibition especially to see pictures of Sputniks I and II which came directly from the Soviet Union. Letters were sent to 147 science teachers and club sponsors in Delaware and the eastern shore of Maryland. Most of these teachers responded by bringing their classes or clubs to view the exhibition.

The exhibition guides reported that favorable comments were made by all who viewed the exhibition. Many persons were unaware of the many books available on space research and many were seen jotting down authors and titles. The sponsors were especially gratified with the impression that the exhibit made on the visiting high school science students as well as our college constituency.

Reassessing our efforts, we may have been able to achieve the desired results through lectures and lecture-demonstration, but we feel that the exhibition method, visual education, provided the vehicle for helping our viewers to develop more meaningful understanding of, and interest in, the many facets of the "Satellite Age."

It would necessitate our doing empirical research in order to ascertain if we contributed to

a better understanding of the "Satellite Age." And yet, if we have encouraged a few youngsters to think about careers in science, we may have done our country a service.

## Among The Books

**FRIENDLY SPEECHES.** The National Reference Library, 1468 West 9th St., Cleveland 13, Ohio. \$3.00.

As its title suggests, this book (mimeographed) is a collection of 62 short speeches designed to fit almost any occasion and any kind of group.

These speeches are the plain homespun sensible type of talks, each illustrated and packaged with pertinent striking good humor and wholesome wit.

Illustrative of the subjects are these: Apology for Delayed Start; Club Officers Refrain; Experience Pays But Who Collects?; For Substitute Speakers; Here Comes the Bull; "I Ain't No Public Speaker"; Liars; Putting Our Project Across; Success Talks for Young People; Things I Can't Remember; Toastmasters' Remarks; Tributes; Father-Sons; and No Man Is Worth His Salt Without Pepper. Naturally, too, it is possible to combine parts of these talks.

For the student, teacher, or administrator who is looking for intriguing and practical help—especially the banquet or club speaker—this is the book. It is a "must" for the school library.

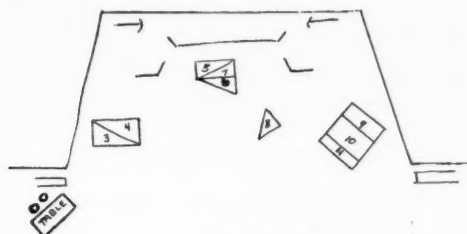


# ASSEMBLY PROGRAMS

for March

## A YEARBOOK ASSEMBLY

This assembly program was presented to interest the student body in the subscription to the yearbook. The floor plan consisted of a number of levels that were of various heights, widths, and shapes. The flats used were to suggest the open pages of a yearbook. The set was a composite one.



Suggested Floor Plan

A yearbook is a "book of pictures" depicting school life and extracurricular activities ranging from a slumber party at a girl's home to a cheering mob on the bleachers at a football game. With the idea of pictures in mind—pictures of all phases of school life—the dramatics classes accepted the invitation from the yearbook staff to present an assembly program which would interest students in the subscription to the yearbook.

Several weeks beforehand, the classes began a discussion of how to present many scenes in order that many students would be able to participate in the assembly. It was decided that the best medium was to use what the class called "freezes" or what a photographer would call a "still." The action in the "freezes" might be compared to the game of statues.

Groups varying from three to ten finally created ten views of student life; for instance, one scene showed the teen-agers' enthusiasm for a currently popular singer, and another scene depicted the crowded halls of school between class periods. By using large groups sixty students were able to participate in the program.

The central theme was woven around the so-called yearbook staff, represented by dramatics students who sat at a table and discussed the possibilities of the various picture proofs for the yearbook layout.

The group presented this program in a gymnasium where there was no stage, so the narra-

**MARGE BIRSACK  
MOLLY COOK  
ANN GLASHAGEL  
Elgin High School  
Elgin, Illinois  
et al.**

tive used in the script motivated the entrances and exits. This was essential since there were no curtains or lights. However, this program could be used on the stage.

The whole program could be used by any school to work out a very unusual and highly acceptable yearbook assembly. It rated tops with the student audience.

## SCRIPT

(Ann and Jeff represent two staff members)  
(Ann enters R. and sits at table)

Ann: (Looking back over shoulder) Come on! (Jeff enters R. and sits at the table.) We've got to choose some photos to use in the activities section of the yearbook.

Jeff: For the first page let's use a few of these assembly pictures. You know—the idea of bringing back memories.

(The "freeze" is an animated symbol of the photograph that the narrators are holding. The purpose of this scene is to depict the teen-agers' enthusiasm for popular singers.)

(Boy dressed as a popular singer enters jauntily from L. and strolls D. C. Six girls come running and screaming from the audience. Two girls fall on their knees at his feet; and the others stand around him in a worshipful gaze. The singer moves his lips as if singing his currently popular record. Popular record played. At first break in the words the music stops, girls sigh, and all figures freeze. Count three, or whatever seems plausible, before resuming action. Counting is essential for good timing.)

Ann: (During freeze) Oh, look at this one! I remember this assembly. How could anyone forget it?

(Music begins again. Popular singer breaks pose and resumes action. The screaming girls pursue him as he runs off-stage L.)

Jeff: I'll never forget his exit under such unfortunate circumstances.

Ann: It's a clever shot. Let's use it.

Jeff: I'm going to shag up to the staff room for the rest of the photos. (Jeff exits R.)



**Boys Adjust Mannequins**

(School loyalty song is played in the background.)

First Narrator: I'll look through these football pictures and see what we have.

(The purpose of this freeze is to show a very important part of school life, a football game.)

(Three boys, A, B, and C, (one is Jeff) enter L. and run D.C. as A tackles B, C runs in slow motion toward them. When C has nearly reached A and B, all figures freeze.)

Ann: There's good action in this shot. (A girl enters L. and stands on riser 6, watching the game very intently. She freezes.) Oh, Jeff is in this picture. He'll be happy if I put this picture in.

(Two cheerleaders enter L. and stand facing level 6. They start a rousing cheer and at the climax of the cheer they freeze.)

Ann: It seems to me that this game was against ——— High. That was the game we won by only one point. The cheering section shouted so loud that they were hoarse for a week!

(All figures break freeze and resume action. The football players run off R. and the cheerleaders exit L.)

Ann: This is just the picture for the sports page. Let's see, what else can we use in this pile? (Shuffling through proofs) None of these are very good.

(Jeff enters R. carrying a large envelope of pictures.)

Ann: Well, you're finally back. I hope you found some pictures that are worth using.

Jeff: (Sitting down at the table to display the photos.) I think I found some good material. Is there any special picture you're looking for?

Ann: We'll have to find another picture to replace this football photo because I think we should put it on the sports page.

Jeff: You're right! What about that picture you have in your hand? That's really typical of our cheering section.

(The purpose of this freeze is to show the

contrasting types of fans that appear at high school football games.)

(Five girls enter L. and sit on levels 9, 10, and 11. One girl tags in late and crawls and stumbles over the other fans to her seat in the third row. All fans look intently at the field. One girl munches popcorn, and another stares dreamily into space. They freeze. School loyalty song continues.)

Ann: (During freeze) Well, it certainly shows variety. The loyal fan, the dreamer, the popcorn cruncher, the cheerleader, and the school jokester —they're all there.

(Fans break freeze and crane necks toward the left as if they were watching an important play. They freeze.)

Jeff: (During freeze) I wonder what they're looking at?

(Fans break freeze, jump for joy, and then freeze.)

(Fans break freeze, and run off L. leaving the dreamer behind.)

Jeff: Oh-oh! Our dreamer didn't realize the game was over.

(One girl re-enters L. and pokes the dreamer. They both exit L.)

Ann: To the rescue!

(Loyalty song fades away.)

I have an idea! Let's use three pictures for a montage layout. Wouldn't that go over big?

Jeff: Yes, that's quite an idea. Clip those three pictures together. I think we ought to use some candid shots of social activities. The kids brought in some pretty professional-looking ones this year.

(This scene shows what might happen at a girl's slumber party.)

(A loud record is playing. Three girls enter L. carrying pillows and blankets. They lie down on floor D.C. and begin to talk. Three girls who are engaged in a pillow fight enter R. tossing pillows vigorously at each other. At the climax of the pillow fight all figures freeze.)

Ann: (During freeze) Here's three shots of Sharon's slumber party. What a riot! But I don't imagine that you fellas know too much about that.

Jeff: Well, we boys have heard rumors of your feminine nocturnal activities.

(Three boys are seen stealing from behind the flats. The boys jump into the open to crash the party just as two adults enter the room. The adults register surprised indignation, and all figures freeze.)

Ann: It looks as if some of the boys showed up at this slumber party.

(The girls spot the boys and immediately break into action running in all directions. All figures freeze.)

Jeff: I'll bet those girls weren't half as

frightened and furious as they acted.

(Music fades away. Girls continue running, but they look over their shoulders with hope that the boys are following. The boys are following in hot pursuit. They exit followed by indignant adults.)

Ann: These pictures are awfully clever, but with the boys in the picture we'd better censor them. Oh, Jeff would you go up to the staff room to check our picture deadline date?

Jeff: All right. I'll see if I can dig up any more pictures too. (Exits R.)

Ann: Let me see, we've chosen three shots for our activities section. We ought to find a good photo of some favorite escapade.

(Shuffling through candid shots.)

Ann: Snaps! Snaps! Snaps!

(This scene shows one of the teen-agers' favorite winter sports—ice skating.)

("The Skaters Waltz" is heard. A boy enters L. carrying firewood; he crosses to C. and begins to build a fire. Jeff and a girl enter as skaters on a pond and skate smoothly keeping time to the music. Another couple, who are obviously unskilled, skate onto the pond struggling to keep their balance. Two girls enter the scene, but they could hardly be called skaters for they slip with every step and grasp onto each for support. One girl slips and falls to ice. All skaters stop to look at her and freeze. Music stops.)

Ann: Jeff is in this photo too! I think he's hinting that he wants his picture in print. Those girls would simply kill me if I put this snap in the book. (Music is heard faintly. Couples slowly skate off. Music stops.) I think the kids will like this shot. It's different from anything we've used before.

(Jeff enters R.)

Ann: I need some of your artistic ideas. I can't seem to get anything done.

Jeff: It can't be that hard. All you need is a small amount of talent.

Ann: Which is just what I don't have!

(This scene shows how a boy's mind often wanders from his studies.)

(Boy enters R., crosses to level 4 and starts to study a book. He soon falls asleep with head resting on level 5.)

Ann: This is an unusual picture. I didn't know that boy ever opened a book.

Jeff: He doesn't!

(Girls enter the scene, and we see the boy's dream come alive. In his dream is the girl who flings her hips, the sweet old-fashioned girl out of a picture book, the girl who has the questionable reputation, the girl who leads the school cheers, and the girl who wears the horn-rimmed glasses. They all appear on different levels in artistic arrangement. "A Pretty Girl Is Like A

Melody" is played as background music.

Ann: Well, he has quite a crowd, doesn't he?

Jeff: I'd certainly hate to wake up if I were in his shoes.

(Then as he continues dreaming, the girls begin to leave. The girl who flings her hips sidles toward him and endearingly runs her fingers through his hair. He responds with trembles of joy. She walks slowly out R. The sweet old-fashioned girl pats him lovingly on the shoulder as she passes him and exits R. The girl with the questionable reputation stops by his side. The cheerleader yells a "hurray!" as she leaves, and the girl with the horn-rimmed glasses slams her library book down on his head firmly and walks out indignantly. Music stops abruptly. Boy rubs his head, looks around in a dazed manner, and slowly rises to exit L.)

Jeff: Well, the bookworm sure gave him what he deserved!

Ann: I think we should definitely use this one. It's in color which makes it even better.

Jeff: All good things come to an end; I sure wish this job would.

Ann: Here's an interesting picture.

Jeff: Yes, I wonder what the photographer was thinking when he snapped this one?

(This scene shows the confusion between class periods at high school.)

(A girl and boy who are obviously deeply absorbed in each other enter L. Four girls enter R. and start going up the "up" stairway which is represented by the levels 9, 10, and 11. The boy leaves the girl at the stairway. The girl, who stares dreamily after him, starts walking down the "up" stairway. She meets the four girls coming up the stairs and tries to push her way through them. One of the girls bumps into her. All figures freeze.)

Jeff: That girl got caught on the one-way stairs. I don't think she has her mind on what she's doing. Where's the policeman?

(Figures resume action. The dazed girl stumbles down the stairs, and her books fly from her arms. The others stare at her disgustedly. All figures freeze.)

Ann: Temper! Temper! The caption for this one should be: "Observe the one-way stairs, the life you save may be your own." (All girls break freeze. The victim picks up her books as others exit R. Then she exits L.)

Jeff: (Rustles through the proofs and proudly displays a photo.) Like it?

(This scene portrays the action of devilish brothers and sisters.)

(This freeze occurs in two imaginary rooms. Boy enters R. and sits on a level and dials an imaginary telephone. The boy's sister and a friend cautiously enter R. and spy on him from

behind a flat.)

(In the other imaginary room two girls enter L. to answer the phone. One girl listens while the other talks.)

(The boy notices that his sister and her friend are spying on him, and he becomes furious. Meanwhile the girls cannot figure out what is going on. All figures freeze.)

Ann: How did anyone ever catch that boy in that position? ("That boy" would naturally be substituted for the boy's name.)

(All figures resume action. The boy rises in furor and chases his sister out the door R. His two girl friends become even more perplexed. All figures freeze.)

Ann: That really was a dirty trick to play.

(All break the freeze. The boy continues to chase his sisters; and the girls hang up the phone in desperation and exit L.)

Jeff: Little sisters and brothers are a pain in the neck.

Ann: This picture really looks professional.

Jeff: I'm not sure whether we'll have room for it though. Put it in a separate pile.

Ann: Well, if we can't use it I might as well throw it in the morgue. Here's a picture that we can use. It really is essential.

(The purpose of this scene is to show the popularity of the record shop.)

(One girl enters R., and another enters L. They both pick up a record, go into separate record booths, and begin to jitterbug. (Two records are playing at the same time.) A third person enters R. and goes into another booth to listen to a record. Then still another person enters R. and plays a record. When the confusion reaches its peak, all figures freeze. Music stops.)

Jeff: What confusion!

(A disgusted salesgirl enters R. and crosses to an imaginary counter. Music begins again, and everyone rushes toward the salesgirl to purchase his record. All figures freeze.)

Ann: The way the gang goes after those popular records you'd think it was a part of their education.

(The freeze breaks, and all the teen-agers continue to pursue the salesgirl as she despairingly exits R. Music fades out.)

Jeff: I wonder what the current record craze was that day?

Ann: Do you know what we've forgotten?

Jeff: No, what?

Ann: The Youth Center is one of our most important activities, especially on Friday and Saturday nights.

(Dreamy music plays continuously. Three girls, who are wallflowers, enter L., cross C, and sit on the levels. Fourth girl enters R. and crosses D. R. Boy enters, and the wallflowers be-

gin to primp to attract his attention. Figures freeze.)

Jeff: (Sarcastically) The wallflowers certainly make nice scenery.

(The freeze breaks. The boy passes wallflowers and goes directly to the fourth girl. She takes his arm and crosses U. R. looking back at the others with her nose held high in the air. Others exit L.)

Jeff: Don't give up girls, here I come!

Ann: Maybe we should use it as one of the division pages. (Shuffles through pictures.) Does this one give you any inspiration?

(The purpose of this scene is to show the use of mannequins for school parties and assemblies.)

(One boy enters R. carrying a female mannequin. The mannequins are portrayed by real girls who are carried easily by the boys after stiffening their arms so that the boys can hold on to their fists and drag them in as mannequins. The boy exits R. to bring in another mannequin. Meanwhile another boy is also carrying in more mannequins. The boys try to adjust the mannequins' arms and legs so that they appear to be hitting a tennis ball or throwing a baseball. They step back to see the effect. All figures freeze.)

Jeff: We boys had a great time hauling those store dummies up to high school for the homecoming assembly. I carried a head under one arm and a leg under the other.

(The two boys break the freeze and decide to change mannequins. They carry out two of them and return with two more. They rearrange the mannequins so that they are in different athletic positions. One boy leaves a mannequin in a pigeon-toed position.)

Jeff: Say, Buddy, she's pigeon-toed.

(Boy rearranges feet of the mannequin. Both boys step back to see the effect. They nod their heads in positive agreement. They freeze.)

Ann: That arrangement is much better than the first one.

(A third boy who represents the chairman of the committee enters R. to survey the arrangement. He motions negatively and stomps off L. The disgusted boys remove the mannequins. One boy exits R.; the other exits L.)

Jeff: Even if the chairmen didn't like it, I do. We're going to use it.

Ann: (Holding up a photo) Career Day must have inspired this photograph.

(This scene portrays a young person's dream for the future.)

(Girl enters R. and sits on a level staring dreamily into space. As different careers float before her eyes, the career women actually appear. A teacher enters and writes on an imaginary blackboard. A nurse enters to remove

(Continued on Page 200)

# News Notes and Comments

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## **Students Promote Drive**

20,000 Junior Block Captains, appointed by Mayor Daley, are "policing" one-block areas within their Chicago school districts. School Cleanup Committees check on cleanliness of sidewalks, streets, and alleys in the assigned block, school grounds, play-areas, class and lunch rooms. Cases needing referral to City Departments for action are reported by Student-School Cleanup Committee.

## **College Days Scheduled**

College days were scheduled in 79 high schools between September 29 and January 16. On these days visiting college personnel work in close cooperation with local administrators, teachers, and counselors in helping pupils become better acquainted with the specific purposes and strengths of the several colleges represented. Programs usually begin in the morning and continue from two to five hours. Three college-day programs are scheduled for evening hours.—N. C. Public School Bulletin

## **Improving Youth Fitness**

Improving the fitness of youth was the subject of discussion by State agencies at a conference held recently in the office of the State Superintendent.

To give additional emphasis to fitness programs now carried on, representatives of agencies attending the meeting agreed to the following:

1. Total fitness of youth means physical, social, emotional, and spiritual.
2. Responsibility for youth fitness rests not only with the official agencies, but also with volunteer youth-serving agencies, the home, and the church.
3. Each agency and organization should carefully evaluate what it is doing with a view to giving renewed emphasis to the youth fitness aspects of its program.
4. Understanding and cooperation on the part of all agencies and organizations concerned with the health, happiness, and general welfare of youth is essential to meet the needs of all boys and girls.—N. C. Public School Bulletin

## **Gymnastics Clinic Was Held**

A gymnastics clinic for junior and senior high school students from throughout the state was held on the University of Bridgeport campus, Bridgeport 4, Connecticut, in November. Spon-

sored by the Arnold College Division of Physical Education at the university, the clinic provided free instruction on the novice, intermediate, and advance levels. Events included: balance beam, dual stunts, horizontal and parallel bars, rings, sidehorse, rope climbing, rope skipping, the trampoline, tumbling, vaulting, and free style exercises.

## **Institute Is Popular**

The High School Social Studies and Debate Institute, sponsored by the Department of Speech at the University of Nebraska in cooperation with the Nebraska School Activities Association and the State Department of Public Instruction was held at the University in October. The clinic was attended by 350 students from thirty-two schools.—Nebraska S.A.A. Bulletin

## **Athletic Program Is Immeasurable**

We can be proud of the contribution being made by athletic participation. Whether we think of the effect on the morale of the school, or the values to be derived from teamwork, or the provision of leisure-time activities, or the training of physical skills and coordination, or the development of youth fitness, or the enjoyment of the game, or good public relations in the community, we know a well-balanced sports program is significant.

Fears are sometimes expressed that our high school athletics may once again be infected with the ills of professional or intercollegiate sports. If we follow the precepts of our fundamental beliefs as stated in our Cardinal Athletic Principles, Code of Ethics, and Basic Code, we can maintain the balance in our total secondary school program.

When an educational philosophy governs, when secondary school authorities have full responsibility, when a broad sports program is provided, when maximum participation in intramural and interschool activities is achieved, when fair competition, fitness, and good sportsmanship are stressed, we can be sincerely grateful for the support given by our communities and have pride in the outcomes.—N.Y.S.P.H.S.A.A. Spot News

## **The National Science Fair**

Over four million people saw more than 450,000 science exhibits made by students and shown at science fairs leading to the National Science Fair in 1958. The average NSF-affiliated fair showed 357 exhibits. The average NSF finalist repre-



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sented 1,669 exhibitors at the regional and supplementary fairs feeding it.

A follow-up study reveals that over 90 per cent of the 14- to 19-year-old finalists actually go on to make science or engineering their career. Home environment was responsible for sparking the first interest for 27 per cent of all of these students. Schools, science clubs, and science fairs encouraged the first interest in 43 per cent of all the finalists.

The National Science Fair is one of two major annual events conducted by Science Clubs of America, administered by Science Service, the nonprofit Institution for the Popularization of Science. The other event is the annual Science Talent Search for the Westinghouse Science Scholarships and Awards. Both are approved by the Committee on National Contests and Activities of the National Association of Secondary-School Principals.

### Home Room Leadership

After home room officers are elected, I ask either the president or the secretary to call the roll, check attendance, and fill out the attendance forms. Each of my class periods has a similar procedure. This develops a great sense of responsibility and a spirit of cooperation as well as of leadership in the pupils.—Miss M. O. Haas, Biloxi, Mississippi; The Clearing House

### Club Enjoys Busy Year

The Spring Hill Kayettes completed a very active 1957-58 year which included the following projects: Safety Drive through the cooperation of the City Council; Thanksgiving, Christmas, and Easter assemblies; baskets for needy families; "Meals for Millions"; book exchange as community service; Christmas gifts for teachers; program and fruit basket to the Olathe Old Folks Home; senior breakfast.—Kansas H.S.A. Journal

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# *How We Do It*

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## **A NEW ORGANIZATION COMES TO LIFE**

One day, as I was taking my turn at hall duty in the school in which I teach, one of the 9A girls came over and started a conversation. She was expressly interested in student council and the work it does. As I had no previous experience with student councils, I was little help in satisfying her curiosity, but suggested that she contact other teachers in the school, and perhaps they would be able to help her.

Throughout the weeks following this first talk concerning student councils, several students approached me on the subject. Mostly they wanted two things: To find out what student councils did, and would I as a teacher be willing to assist and promote one in our school.

The idea of student councils, and I do mean a real one, struck me very favorably. I told the boys and girls I would do all I could to help them. They had, in the meantime, obtained the cooperation of two teachers in the Social Studies Department who had past experience with student councils and were willing to act as sponsors for one in our school.

Among the faculty there was considerable opposition to forming a council in our school. I would like to say this reluctance was mostly of a quieter, less obvious nature. A teacher would say a student council is fine and the same time be adding to himself, "Somewhere else."

The administration was all for a student organization and the two gentlemen willing to sponsor it brought the subject up many times in teachers' meetings. In the meantime a corps of students talked to the different teachers, discussing the possibilities of a council. At the beginning of last semester, the student council was formed. A representative was selected from each and every home room.

This group met and selected candidates for offices. Each home room then held its own election under the leadership of the student representative. With officers elected, the student council started functioning—not that it hadn't been busy before—for a constitution had been developed and passed.

One of the first jobs the organization undertook was trying to improve the lunchroom conditions. Our school, besides feeding its own students, feeds students from Northwestern High School as well.

The lines that formed at lunch time were very

discouraging for anyone who wanted to eat and get back to his room in time. At times it was impossible to even go through the line in the allotted lunch time. As I was on hall duty during this time, the situation was very noticeable to me.

Towards the middle of the semester I noticed the lines in the lunchroom were much shorter, and I really couldn't understand why, unless the students had become discouraged and not as many were eating in the cafeteria. It wasn't until I talked to a member of the student council that I found out the reason for this change.

The council, recognizing the problem, had assigned a committee to study the conditions. Along with several other recommendations, the one that really made the difference was the simple suggestion of having dessert served in the cold plate line. A few words depicting the operation of the lunchroom would show how this suggestion made such an improvement.

Our boys and girls who do not bring their lunch and desire a hot lunch form two lines to the lunchroom. Those people who desire a cold lunch form a third line. Those people who bring their lunch by-pass all three lines and just walk in to the lunchroom.

The situation was that many of the boys and girls wanted desserts. The only way they could get them was by standing in the hot lunch line. This meant that these two lines were jammed. By adopting the council's idea of selling desserts to the cold plate line, one of the big bottlenecks was removed.

One other accomplishment of the student council comes forcibly to mind. The graduating class of 9A's decided it would be nice if their class had some pin or other memento.

With the change in our Junior High of the top group being the 9B class, it meant that two graduating classes would be leaving—the present 9A and the present 9B. This presented a problem. The 9A group did not believe that the 9B's should have the same sort of memento that they received.

The General Metals teacher was consulted by several of the students with regards to making diamond-shaped brass pins for those students who were graduating. Several styles of pins were submitted to him for his opinion as to suitability. This teacher talked the matter over with me and asked if I would assist him. That is the reason I am fairly well acquainted with this second accomplishment of the student council.

After the council found that they could have

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pins made, they continued to work out their own problem—that of designating the difference between the 9A's and the 9B's. On the pin would be engraved the grade and home room of each graduating class.

Home rooms then could decide upon the class colors and attach ribbons to the pins. The 9A's would be able to use two ribbons, while the 9B's would have only one. In constructing the pins, the students did most of the work. The General Metals teacher worked out a system whereby the pins could be made on a production basis, and students went ahead and made the pins.

The engraving was done by one of the teachers because there wasn't time for a student to develop proficiency in this operation. Several students were given instruction, however, and practiced engraving with the idea that perhaps in future semesters the students themselves would be able to assume this responsibility.

As I think back over the short history of our student council, it seems to me the boys and girls themselves were really the ones who gave birth to the student council in our Junior High. They sold the idea to the teachers, and in some cases it took quite a bit of selling.

They've shown their worth, in just the two incidents I have mentioned. There could be many

other instances with which I am not acquainted, but in the above cases it was my pleasure to see firsthand the results of their efforts. It is my hope that there will always be such a continuing student activity.—Kenneth Newlon, McMichael School, Detroit, Michigan

## STATE ENCOURAGES SAFE DRIVING

Governor Robert Holmes recently sent a letter to Roosevelt, as well as all other Oregon high schools, relative to teen-age drivers and the high percentage of accidents and traffic law violations in the teen-age and young people's age group.

Because of the fact that the young people are more often involved in traffic violations than any other age groups, the Traffic Improvement Section of the Department of Motor Vehicles is greatly interested in establishing safety programs in the schools to assist these young drivers. Teen-agers are encouraged to drive and are encouraged to drive safely, to help in reducing the amount of traffic violations in the state of Oregon.

Much has been said and written about the teen-age driver and his tendency toward traffic law violations and accidents. Insurance company ratings are based to a great degree on age because of less experience in the 16-25 age group and the

belief that irresponsible youth is the cause of most deaths and property damage on the highways.

Young people are the victims of overemphasized publicity about the irresponsibility of youth. It is a fact that this age group does have a higher percentage of problem drivers than do other age groups.

The state makes its own highways, and is responsible for the protection of its citizens, so therefore, the courts uphold the right to limit the privilege of using these highways, thus limiting the granting or withholding of a driver's license.

Traffic records are kept for every licensed driver, and every traffic violation and accident is placed on the driver's record. When enough violations have accumulated to indicate the driver is a menace to society, his license is withdrawn.

During the past eight and one-half years over 8,500 drivers were interviewed on traffic violations and accidents, with the results showing almost 18 per cent of the problem drivers are in the 16-18 year age group.

While the majority of young people drive lawfully, there is more than the average number of careless and irresponsible drivers in this group. This presents young people with a challenge.

Much of this group's driving occurs while driving to and from school, or to school activities. Because of this, unsafe driving is definitely a school affair which can be effectively dealt with by the cooperation of the student body and school officials.

Some Oregon schools have set up programs in which students and school officials work together to encourage safe driving and to encourage high standards among all student drivers. These programs are encouraged so that the stigma attached to teen-age drivers may be removed and injuries and property damage in Oregon can be reduced. —Betty Odom, Roosevelt High School, Portland, Oregon

### EARLY SPORTS POPULAR AMONG THE GREEKS

From the earliest times of which we have any record the Greeks were passionately fond of athletic games. To them we owe a large measure of our interest in track and gymnastic sports. In the Homeric Age we hear of jumping, discus throwing, running, wrestling, and boxing. Both high and distance jumping were popular, although only the latter was included in the Olympic contests.

We are told that it was customary to use weights, called halters, to aid the jumper in getting greater momentum for his leap; some of these objects made of stone or bronze have been found, and many representations of them may be seen

on Greek vase paintings. Probably the weights were used also to exercise the hands and arms just as dumbbells are sometimes used today.

The foot races were of varying lengths—the short straight-away being one stadion, or about 600 feet. In several of the old stadia there are still rows of blocks at either end, with grooves cut in them to give the sprinters' feet a firm hold for the take-off. There are also holes for posts in some places which may have held ropes to divide the running lanes.

There was, as well, a distance race, which at Olympia was about three miles. Racing in full armor was also quite popular.

Throwing the discus and the javelin formed part of the standard pentathlon contest. Javelins were equipped with a thong wound around the shaft. This gave the missile a rotary motion.

Two types of wrestling were in favor. In one type the objective was to throw the opponent so that his shoulder touched the ground, while the adversary remained on his feet. The other type was more rough-and-tumble, and the match continued until one wrestler declared himself beaten.

Boxing, considered a separate sport, was practiced more generally by athletes who wished to win special prizes in the games. In earlier times skill counted more than brute force, and the hands were bound for protection with soft leather thongs only. These later gave way to hard oxhide wrappings, often weighted with lead.

In Hellenistic and Roman times it was considered great sport to watch two powerful boxers maul each other. This form of the sport would have been considered far too brutal for the high period of Greek civilization.

Training diet for the contestants in the games consisted at first of cheese, dried figs, and wheat porridge. Sweets were forbidden and wine used very sparingly. In later times there was a change in diet to beef, pork, and kid.

They often used a strigil to scrape off the soot and dust which might have mingled with

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the olive oil rubbed on the body before the contest. By no ordinary bath could such a coating be removed. It had to be scraped off before the athlete went to the shower, with which all the palaestrai were provided.

Great distinction attended an athletic victor. He might be privileged to set up a statue of himself (at his or his friends' expense) in the sacred precinct of Olympia.

At Athens after the time of Solon, an Olympic victor received a reward of 500 drachmas, and had the privilege of eating at the public expense in the Prytaneum. He might also be accorded a front-row seat of honor at the theatre.—Andrew Del Sardo, Latrobe High School, Latrobe, Penn.

#### A YEARBOOK ASSEMBLY

(Continued from Page 194)

an imaginary thermometer from an imaginary patient's mouth. Then a model gracefully enters and pivots on a level. The last girl represents the Women's Military Service. She salutes smartly. All figures freeze.)

Jeff: I wonder what she's planning to do after high school.

Ann: She has a lot of careers to choose from.

(A boy enters R. The girl snaps to her senses with a jolt and jumps up to exit on the arm of the boy. Career women exit L.)

Ann: I wonder what she will be doing ten years from now?

("Chain Gang" or some other gloomy record plays softly. Girl returns with a scrub bucket, falls on her hands and knees with a tired sigh, and begins to scrub the floor. She freezes.)

Jeff: Well, that's your fate, girls.

(As boy enters, she begins to scrub vigorously as if to clean the floor was a matter of life and death. Boy claps his hands and points to the door indicating that she should leave immediately. She rises cautiously in fear. They freeze.)

Jeff: Now you know what you're headed for. What did I tell you! That's your fate.

(Couple breaks freeze and exits R. as music fades.)

Ann: You admit that all men are like that?

Jeff: Well . . . I don't know. But I am sure that this year our yearbook is going to be the best book in history. With all these swell pictures it can't miss.

Ann: (To audience) And today is the day that all you students will have the opportunity to make your first payment for this wonderful book. Come on! Let's hurry, I want to get mine right away. (Exits R.)

— THE END —

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## Comedy Cues

### Breaking The Sound Barrier?

A speaker was talking to a bunch of teen-agers about the old days of the West and got around to Billy the Kid.

"He killed 21 men before he was 21 years old," the speaker said.

"What make of car did he drive?" a young girl asked.

—\*—

### That Is—

If you think there are no differences between the definitions of "vision" and "sight," try calling the vision you took out last night a sight.



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